

104 Muskrat Rd
Stockton Springs, Maine 04981
March 20th, 2012.

By fax: 1-207-287-2814
To: Board of Environmental Protection
Chair, Susan Lessard
Department of Environmental Protection
Commissioner, Patricia Aho
Verso Bucksport, LLC

Dear Members of the Board of Environmental Protection,

As Concerned Citizens and an aggrieved person, we respectfully object to the Chair, Susan Lessard's decision to dismiss our request of an Appeal and Public Hearing, dated March 8, 2012. The Appeal contained evidence of an appellants standing as an aggrieved person in Exhibits # 1 - # 13. As previously stated in our Appeal, "When corporations including Verso Bucksport, pollutes the air we breathe and dumps chemicals into the landfill(s) which contaminates the water supply, then the citizens of Maine are all aggrieved persons." In addition, as taxpayers we all financially support Verso Bucksport through BETR and TIF programs, which makes all of us aggrieved persons. By the DEP failing to do their job and investigating our concerns from our testimony at the following venues: the Juniper Ridge Landfill Public Hearing, the Confirmation hearing of Patricia Aho, and numerous letters to Darryl Brown, Patricia Aho and Karen Knuuti. Our concerns are that barrels of chemicals were buried at the Bucksport Landfill, per direct orders by the officials of Champion International and there was no investigation with checking the Landfill. Also our questions were not answered by Verso in numerous letters. It appears that our concerns for 8 years have been ignored (Refer to Exhibit 8C and 8E). At the Juniper Ridge Public Hearing, there is a photograph in the BDN on Tuesday, March 30, 2004 of Susan Lessard, as she was present at this hearing and she heard our testimony.

We respectfully disagree with Susan Lessard's false assumptions in regard to paragraph 3 from her letter. She falsely claims, "it does not contain evidence that would establish a potential injury to you." The fact is this hazardous, toxic landfill has adversely affected Mr. Greenier, a 20 year employee, who drove trucks containing ash, sludge, etc. to the Bucksport Landfill. Per direct orders he dumped barrels of chemicals into the Landfill. As evidence of health problems (Refer to Exhibit # 10, Re: Work Restrictions Effective Immediately: Dated 9/3/96). The work restrictions for Mr. Greenier are as follows: "2) Complete avoidance of exposure to chemicals such as solvents, cleaning fluids, gases, etc. Above restrictions until further notice", signed by Dr. Pzonak. There are other mill workers negatively affected by chemicals, as documented in the BDN (Refer to Exhibit #9A and #9B, titled "Health and Issue haunt Champion Mill", and "Issue of poisonous chemicals plagues Bucksport paper mill", in which 2 employees died from chemical exposure. The mill nurse told Mr. Greenier to avoid the Landfill because it affected his breathing it made him sick. The mill wanted Mr. Greenier to use a respirator so they acknowledged there is a problem at the Landfill. Mr. Greenier asked Robin Savage about chemicals at the Landfill, and he was told, "Tell us what you want to test for." The mill refused to disclose what chemicals were buried at the Landfill. This license is for a non-hazardous Landfill, and by dumping chemicals into the landfill that makes it a hazardous Landfill. Mr. Greenier testified at Patricia Aho's Confirmation Hearing about the mill dumping chemicals in the Landfill and Susan Lessard was present. We put our concerns in writing to Karen Knuuti dated February 10, 2011 (Refer to Exhibit # 1). She never responded to our comments and question, nor did she ask questions of Verso Bucksport. We have brought up our concerns to Darryl Brown and Patricia Aho (Refer to Exhibits # 2, 3, 4, 5, 6, 7, & 8A).

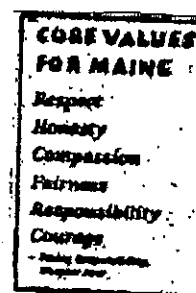
Concerned Citizens,
Michele Greenier
Joseph Greenier

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The DEP has a mission statement to, "prevent, abate and control the pollution of the air, water, and land." In this case, the DEP has failed the citizens of Maine, and especially those in close proximity to the Landfill, and surrounding towns. We live in the vicinity of the project and it has polluted the water and the air. Through this process, we are not only an aggrieved person, but by the DEP failing to investigate, we are requesting protection under the Whistleblowers Act, as this company retaliates against anybody who stands up for the truth. The Indian tribes wanted to know who was polluting the water (Refer to Exhibit # 8D1 and 8D2, as evidence). We are promoting previous Governor McKernans Executive order dated April 1, 1989, Code of Ethics, Maine State Government for the Maine DEP and BEP to review as part of these proceedings. We were involved in the Great Northern Bankruptcy case, as an interested party. Enclosed please find the following Exhibits #1, #2, #3 and #4 (proof of rotating shift at the mill). It's the DEP's job to protect the air, water, and land for the citizens of Maine.

Concerned Citizens and Aggrieved Person,

Michele Greenier
Joseph Greenier



Maine Department of Environmental Protection

Exhibit #1

Home → About Us



About the Maine Department of Environmental Protection

History:

The **Department of Environmental Protection (DEP)** is responsible for protecting and restoring Maine's natural resources and enforcing the state's environmental laws. The agency can trace its roots back to the Sanitary Water Board that was created in 1941. The purpose of that Board was to study, investigate, recommend means of eliminating and preventing pollution in waters used for recreational purposes. The Board was renamed the Water Improvement Commission in 1951. In 1969, the Commission's title was abbreviated to the Environmental Improvement Commission.

On July 1, 1972, legislation re-designated the Commission as the Board of Environmental Protection and created a new Department of Environmental Protection, consisting of a commissioner and three program bureaus: Air Quality, Land Quality Control, and Water Quality Control. Over the years, the Department has continued to evolve to its current organization consisting of the the Commissioner's Office and three bureaus which administer the Department's environmental programs: Air Quality, Land and Water Quality, and Remediation and Waste Management. The Board of Environmental Protection is a seven member citizen's board nominated by the Governor and confirmed by the Legislature that performs major substantive rulemaking, makes decisions on select permit applications and appeals of Commissioner licensing and enforcement actions, and provides a forum for public participation in department decisions.

Mission:

Legislative mandate directs DEP to prevent, abate and control the pollution of the air, water and land. The charge is to preserve, improve and prevent diminution of the natural environment of the State. The Department is also directed to protect and enhance the public's right to use and enjoy the State's natural resources. The Department administers

programs, educates and makes regulatory decisions that contribute to the achievement of this mission.

In pursuing this mission, it is the policy of the Department to treat its employees and the public with courtesy, respect and consideration and to be fair and honest in its dealings, and to be mindful of the special qualities that make Maine a unique place to live and work.

Values	Vision	Customer Service Commitment
We value a clean environment where public health and natural heritage are protected.	A Maine where people include, in every aspect of their daily lives, a commitment to the protection and enhancement of our environment.	As an integral member of the Maine Department of Environmental Protection, I am committed to serving each of my internal and external customers.
We value treating every person we interact with every day as a customer.		To accomplish this:
We value working hard to understand the needs of our customers, and we work cooperatively with them.	A Maine where a stewardship of natural resources ensures a sustainable economy for future generations.	I will listen to my customers, understand their needs and explain clearly the needs, responsibilities and mission of the department and its programs.
We value each individual staff person and believe each is important to the success of the department.	A Maine where people understand that a healthy environment and a strong economy support one another.	I will work in partnership with my customers to further the department's mission to protect and improve the environment and the health of Maine's citizens.
We value creativity, enthusiasm, innovation and excellence, and we build on the efforts of individuals through team work.	A Maine Department of Environmental Protection that fosters teamwork, continuous improvement, public service and creativity, with a dedicated, highly skilled and diverse work force.	I will act promptly, fairly, professionally and courteously in all my endeavors, and I hold myself accountable for my actions.
We value performing our work in a timely and effective manner with honesty, courtesy and respect.		

Activities:

The Department engages in a wide range of activities. It makes recommendations to the Legislature regarding measures to prevent, minimize and eliminate environmental pollution; issues licenses; initiates enforcement actions; and provides information and technical assistance. The DEP serves as the main link to the federal government on environmental issues and administers some federal programs. Working with the general public, legislators and state and municipal agencies, department staff implement environmental laws and programs.

Planning

- EPA Performance Partnership Agreement
- Quality Management Systems

Organization:

The Department has proposed a restructuring that will enhance the agency's effectiveness in providing protections for the state's air, land and water while enacting efficiencies to improve service and operations. DEP plans to retain three bureaus – currently Air Quality, Land & Water Quality and Remediation and Waste Management – but instead of being structured around environmental media, the new bureaus will be organized by the functions of resource protection, environmental assessment and resource administration. DEP staff within the existing bureaus who have done policy development or outreach and education have been centralized within the Unit of Policy Development & Implementation and the Unit of Communications & Education.

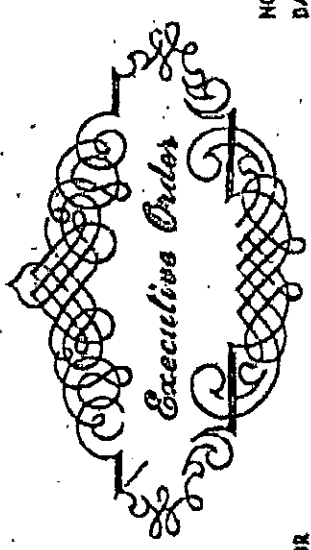
The Department maintains offices across the state to provide accessibility to municipalities and the public and to enable staff to conduct necessary field work. The main office and Central Maine Regional Office are located in Augusta. Other regional offices include Northern Maine in Presque Isle, Eastern Maine in Bangor and Southern Maine in Portland.

Credits

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Exhibit #2

Executive Order
April 1, 1989
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Code of Ethics
Maine State Government

NO. 10 EXOR/89
DATE April 1, 1989

OFFICE OF
THE GOVERNOR

AN ORDER
ESTABLISHING A CODE OF ETHICS AND CONDUCT
FOR THE EXECUTIVE BRANCH
OF MAINE STATE GOVERNMENT

1. Be guided by the highest standards of honor, personal integrity, and fortitude in all public activities in order to merit the respect of other officials, employees, and the public. Strive to inspire public confidence and trust in Maine State Government institutions.

Perceptions of others are critical to the reputation of an individual or a public agency. Nothing is more important to public administrators than the public's opinion regarding their honesty, truthfulness, and personal integrity. The best insurance against loss of public confidence is adherence to the highest standards.

Public administrators are obligated to develop civic virtues as a result of the public responsibilities they have sought and obtained. Respect for the truth, for fairly dealing with others, for sensitivity to rights and responsibilities of citizens, and for the public good must be developed, carefully nurtured and enhanced.

If responsible for the performance of others, share with them the reasons for the importance of integrity. Hold them to high ethical standards and teach them by example the moral, as well as the financial, responsibility entrusted to them.

If responsible only for your own performance, do not compromise honesty and integrity for advancement, honors, or personal gain. Be respectful of proper authority and appointed or elected superiors and sensitive to the expectations and the values of the public you serve. Practice the golden rule: doing to and for others what you would have done to and for you in similar circumstances. Be modest about your talents, letting your work speak for you. Be generous in praise of the good work of fellow workers. Guard the public purse as if it were your own.

By example, give testimony to the regard for the rights of others. Concede gracefully, quickly, and publicly when you have erred. Be fair and sensitive to those who have not fared well in their dealings with your agency and its application of the law, regulations, or administrative procedures.

2. Serve the State with respect, concern, courtesy, and responsiveness, recognizing that government service is service to the People of Maine. Keep the Legislature and public informed on pertinent issues.

Whereas, the government of the State of Maine is established to serve the needs and interests of the People of the State of Maine; and

Whereas, the quality and amount of service provided the People depends very largely on the skill, commitment, enthusiasm, effort, and concerns of Maine State employees; and

Whereas, each State employee has inordinate opportunity for service and contribution, just as the employee has a singular trust and responsibility given by the power of the People; and

Whereas, the high quality and character of the collective performances of public servants are a fundamental source of pride and satisfaction to each one of us as individuals; and

Whereas, the Maine Revised Statutes include specific requirements for public employees and officials, including among others: Title 3, Sections 18, 19, and 20; Title 17, Section 3104; and Title 17-A, Chapter 25, Section 601 et. seq.; and

Whereas, our conduct must be more than within the letter of the law; it must seek to fulfill the spirit and intent; and

Whereas, a clear statement of the code of ethics and conduct which guides Maine State Government is both an assurance to the People and an aid to our steadfast efforts;

Now, Therefore, I, John R. McKernan, Jr., Governor of the State of Maine, do hereby set forth a code of ethics and conduct for the Officers and Employees of Maine State Government, as follows:

Be sure answers to questions on public policy are complete, understandable and true. Encourage staff to be courteous to everyone at all times. Develop a simple system to ensure that staff gives helpful and pleasant service to the public. Whenever possible, show citizens how to deal effectively in their relations with government.

Each citizen's questions should be answered as thoughtfully and as fully as possible. If you or your staff do not know the answer to a question, an effort should be made to obtain an answer or to help the citizen make direct contact with the appropriate office.

Part of serving the public responsibly is to encourage citizen cooperation and to involve civic groups. Administrators have responsibility to involve citizens with the government as far as practical, both to secure citizen support of government, and for the economies of increased effectiveness which may result. Respect the right of the public to be aware of the activities of your agency.

3. Strive for professional excellence and encourage the professional development of associates and those seeking to enter the field of public administration in order to provide effective and responsible government to the citizens of Maine. The primary role is to provide the best possible and most cost effective services to the citizens of Maine.

All employees should attend professional development meetings, read books and periodicals related to their field, and talk with specialists. The goal is to keep informed about the present and future issues and problems in a professional field and organization in order to take advantage of opportunities and avoid problems.

Serious mistakes in public administration have been made by people who did their jobs conscientiously but failed to look ahead for emerging problems and issues. State employees should be catalysts to stimulate discussion and reflection about improving efficiency and effectiveness of public services and involvement.

4. Approach organization and operational duties with a positive attitude and constructively support open communication, cooperation, creativity, dedication and compassion.

Americans expect government to be compassionate, well organized, and to operate within the law. Public employees should understand the purposes of their agencies and the roles they play in achieving these purposes. Dedication and creativity of staff members will flow from a sense of purpose.

Maine Government should strive to create a work environment which supports positive and constructive attitudes among workers at all levels. This open environment should permit employees to comment on work activities without fear of reprisal. In addition, managers can strengthen this open environment by establishing procedures ensuring thoughtful and objective review of employee concerns.

Supervisors should inform their staff that suggestions, complaints and constructive criticisms may be brought to them without fear of reprisal. Employees should share these concerns and insights with their supervisor before making them public. Supervisors should be aware that employees have rights under the "Anti-Retaliation Protection Act" under legislation regarding testimony provided by State employees to legislative committees, and other laws and judicial decisions. Public employees have a right to make public their criticism on matters of public concern, but it is their personal and professional responsibility not to misrepresent facts and to act in good faith. Employees need to make it clear when they are acting as an official representative of their organization and when they are exercising their rights as an individual.

5. Avoid any interest or activity which is in conflict with the discharge of official duties. Serve in a manner as to avoid inappropriate personal gain resulting from the performance of official duties.

Public employees should not undertake any task which is in conflict, or could be viewed as in conflict, with job responsibilities. This financial statement addresses a fundamental principle that public employees are trustees for all the people. Actions or inactions which conflict with, injure, or destroy this foundation of trust between the people and State employees must be avoided.

Experience indicates that conflict of interest and corruption often arises as a result of interaction between persons who know each other very well. All public employees, especially those agencies with investigative or investigative responsibilities, have a special obligation to recognize vulnerability to conflicts of interest.

Individuals holding a position recognized by law or regulation as an unclassified or political appointment have a special obligation to behave in ways which do not suggest that official acts are driven by partisan political concerns.

Public employees should remember that, despite whatever preventive steps they might take, situations which hold the possibility for conflict of interest will always emerge. Consequently, constant awareness of the potential for conflict of interest is important.

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Page 6

8. Accept, as a personal duty, the responsibility to be informed of emerging issues and to administer the public's business with professional competence, fairness, impartiality, efficiency and effectiveness.

Staff members, throughout their careers, should be encouraged to participate in professional activities and associations. They should also be reminded of the importance of doing a good job and their responsibility to improve the public service.

9. Support, implement, and promote programs of affirmative action to assure equal opportunity in the recruitment, selection, and advancement of qualified persons from all elements of society.

Oppose any discrimination based on race, color, religion, sex, marital status, ancestor or national origin, political affiliation, physical or mental handicaps, or age in all aspects of personnel policy. A person's lifestyle should not be the occasion for discrimination if it bears no reasonable relation to his or her ability to perform required tasks.

No form of harassment should be tolerated. All employees should be aware of and use appropriate channels to eliminate any form of harassment of which they become aware.

10. Respect and value the work done by all State employees.

Respect the worth and dignity of each individual member of the State Government organization. Through programs enhancing the quality of work life, strive to develop a more humane and caring organization.

The effective date of this Order is April 1, 1989.

John E. McKeown, Jr.
Governor

Executive Order
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The gains sought from public employment should be salaries, fringe benefits, respect, and recognition for work. Personal gains may also include the pleasure of doing a good job, helping the public, and achieving career goals. No elected or appointed public official or employee should borrow or accept personal gifts from any person or entity which buys services from, or sells to, or is regulated by, his or her governmental agency. If work requires frequent contact with contractors supplying State government, one should be sure to pay for his or her own expenses. Public property, funds and power should never be directed toward personal or political gain. It should be made clear to every State employee that any use of public funds to benefit self, family, or friends will not be tolerated.

6. Respect and protect the privileged information to which we have access in the course of official duties.

Much information in public offices is privileged for reasons of security or statutes. In conversation with colleagues about privileged matters, be sure they need the information and enjoin them to secrecy. If the work is important enough to be confidential, learn and follow the rules set by the agency. Special care must be taken to secure access to confidential information stored on computers.

Where other governmental agencies have a legitimate public service need for information possessed by an agency, do all possible to cooperate within the limits of statute, administrative regulations and promises made to those who furnish the information.

7. Use discretionary authority to promote the public interest.

If work involves discretionary decisions, first secure policy guidelines from your supervisor. Then ensure that all staff who "need to know" are informed of these policies and have an opportunity to discuss the means of putting them into effect.

There are occasions when a law is unenforceable or has become obsolete. In such cases, recommend to your supervisor that the law be modernized. After consultation with the agency's legal advisor, the manager or highest official should determine the steps necessary to modernize or abolish the law.

Acknowledge frequently that every decision creates a precedent, so all decisions should be ethically sound. This is the best protection for staff as well as for the public.

Code of Ethics
Maine State Government

1. Be guided by the highest standards of honor, personal integrity, and fortitude in all public activities in order to merit the respect of other officials, employees and the public. Strive to inspire public confidence and trust in Maine State Government institutions.
2. Serve the State with respect, concern, courtesy, and responsiveness, recognizing that government service means service to the people of Maine; keep the Legislature and public informed on pertinent issues.
3. Strive for professional excellence and encourage the professional development of associates and those seeking to enter the field of public administration in order to provide effective and responsible government to the citizens of Maine. The primary role is to provide the best possible and most cost effective service to the citizens of Maine.
4. Approach organization and operational duties with a positive attitude and constructively support open communication, cooperation, creativity, dedication and compassion.
5. Avoid any interest or activity which is in conflict with the conduct of official duties. Serve in a manner as to avoid inappropriate personal gain resulting from the performance of official duties.
6. Respect and protect the privileged information to which there is access in the course of official duties.
7. Use discretionary authority to promote the public interest.
8. Accept as a personal duty the responsibility to be informed of emerging issues and to administer the public's business with professional competence, fairness, impartiality, efficiency and effectiveness.
9. Support, implement, and promote programs of affirmative action to assure equal opportunity in the recruitment, selection, and advancement of qualified persons from all elements of society.
10. Respect and value the work done by all State employees.

RFD #1 Box 1528
 Stockton Springs, ME 04981
 October 29, 2003.

15 Bankruptcy Court
 202 Harlow Street
 Bangor, ME 04401

Case No. 03-10048

Exhibit # 3A

Dear Honorable Judge Louis Kornreich,

On behalf of the taxpayers of Maine, we respectfully request that the Department of Education books, "Taking Responsibility Standards for Ethical and Responsible Behavior in Maine Schools and Communities", which is State law since 1999, to be introduced into this Great Northern Paper Bankruptcy case, to protect the public interest of the citizens of Maine. We allege that the mills were sold far below fair market value, which was not under the Core Values for Maine of: Respect, Honesty, Compassion, Fairness, Responsibility and Courage. We request the court to apply the core values for Maine in this case, for fairness for everybody.

As taxpayers we have paid Brascan's property taxes as condition of sale under LO 1575 and therefore we as taxpayers we have a vested interest in both mills, as we speak. We are respectfully requesting the court to reclaim the Millinock mill, which taxpayers have subsidized with million of taxpayers money under BETR, TIF, etc. and for court to order the sale of the Millinock mill for fair market value (one paper machine is valued at 150 million) and to use the company assets to pay off all the creditors and retirees, who are owed money, including taxpayers of Maine. We have higher property taxes, because of BETR and TIF, which is not in the best interest of the taxpayers.

We pray the court to revisit and reconsider all decisions in this case under Core Values for Maine and have the courage to do what is in the best interest of taxpayers, creditors, retirees, etc., to order a sale of the Millinock mill, because company has assets and have failed to open this mill, to correct this case. We know this is a hard decision, but we pray the court to have the courage to do the right thing under Core Values of Maine for everybody in Maine.

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To: Honorable Judge Louis Kornreich
 From: Mr. & Mrs. Joseph Greenier
 October 29, 2003.

Case No. 03-10048

Enclosed please find copies of the Department of Education books, "Taking Responsibility Standards for Ethical and Responsible Behavior in Maine Schools and Communities" with the Core Values of Maine. One of the commission members is Chief Justice Leigh Sawfley and we commend her involvement in this project, to promote ethical values in Maine. These books are on the website: www.state.me.us/education/cep/homepage.htm. On the back cover of these books is a quote from Aristotle, "We become just by the practice of just action, self-controlled by exercising self-control and courageous by performing acts of courage." Also, enclosed is a copy of LD 1575, which passed in the Legislature, for your review.

We thank the court for this reconsideration, under Core Values of Maine.

Respectfully submitted Concerned Citizens,
 Michelle Greenier
 Joseph Greenier
 RFD #1 Box 1528
 Stockton Springs ME 04981
 (807) 567-3635

CORE VALUES FOR MAINE

Respect
 Honesty
 Compassion
 Fairness
 Responsibility
 Courage

- Taking Responsibility,
 Chapter Four

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Exhibit 3B

EXECUTIVE SUMMARY



Taking RESPONSIBILITY

Standards for Ethical
and Responsible
Behavior in Maine
Schools and
Communities

www.state.me.us/education/cep/homepage.htm

"Children more times than not will do what they are shown and not what they are told."

16 year-old girl

"Ethics are really important to me because they help me make good decisions. It's really important for me to respect people and get that same kind of respect back."

A High School Sophomore

"You have to live them [values] in order to enforce them."

A Business Owner and Father of 1

CORE VALUES FOR MAINE

Respect

Honesty

Compassion

Fairness

Responsibility

Courage

- Taking Responsibility,
Chapter Four

Community consists of all citizens, agencies, businesses, corporations, attorneys, legislature, municipal government and Superior and District courts consisting of State and Federal Judicial System within the boundaries of Maine. We need to set the example, so every body lives by the laws and the above core values and ethical standards for Maine.

Signed,

Concerned citizens

Mr. & Mrs. Joseph Greenier

Stockton Springs, Maine

207-567-3635 04981

"Respect is to honor or approve of others whether you like them or not."

Sixth grade student

"My generation and generations in the future need more role models. I think that if we had them we would not have half the problems we have."

Student interviewer

"Being ethical is not an event—it is who you are."

A High School Sophomore

"Instructors of youth in public or private institutions shall use their best endeavors to impress on the minds of the children and youth committed to their care and instruction the principles of morality and justice and a sacred regard for truth; love of country, humanity and a universal benevolence;... and to lead those under their care, as their ages and capacities admit, into a particular understanding of the tendency of such virtues to preserve and perfect a republican constitution, secure the blessings of liberty and to promote their future happiness."

Maine Law, 1821, as amended [Currently Title 20, Section 1221]

Statewide Standards for Behavior

"In consultation with organizations representing school boards, school administrators, teachers, parents and other interested local officials and community members, the commissioner shall develop statewide standards for responsible and ethical student behavior."

-enacted Public Law 1999, Chapter 351

Local Codes of Conduct

"With input from educators, administrators, parents, students and community members, each school board shall adopt a district-wide student code of conduct consistent with the statewide standards for student behavior developed under section 254, subsection 11. The student code of conduct must:

- A. Define unacceptable student behavior;
- B. Establish standards of student responsibility for behavior;
- C. Prescribe consequences for violation of the student code of conduct, including first-time violations, when appropriate; ...

-Maine Statutes, Title 20-A, Section 1001(13): Adoption of student code of conduct (enacted Public Law 1999, Chapter 351)

A Message from the Commissioner of Education

It is with great enthusiasm that I endorse this report and the standards identified by the Commission. In this document, *Taking Responsibility*, the Commission has connected standards for ethical and responsible behavior to Maine's *Common Core of Learning* and the Guiding Principles of Maine's *Learning Results*, landmark documents that articulate the "ends" of learning - what students need to know, be able to do, and what attitudes they should reflect. This report identifies core principles and best practices for schools and communities to use in creating, practicing, enforcing, and assessing expectations for all students, enabling them to develop as ethical, responsible, and involved citizens. Further, this report defines the attributes of a healthy and sustainable process for schools and communities as they work collaboratively to develop their own core values and codes of conduct.

Now, communities across the state should work in earnest to mobilize their educators, school staff, students, parents, and citizens to adapt and implement these standards. The culture and climate of schools can begin to change immediately, if all involved make this commitment. Most importantly, this document is not for schools and educators alone. Community members and parents must actively engage in understanding and applying the guidance this report provides. Many communities have already begun, and we hope this document will energize and illuminate their efforts, and spark others to action.



J. Duke Albanese

A CALL TO ACTION

Maine Values

Maine is a unique and vital community. Underpinning this community has always been a profound sense of values. Civility, common-sense, frugality, responsibility, independence, integrity—these and other values are so important to our basic character that, though they have defined us in the eyes of the world, we scarcely ever remark upon them.

Our values have made Maine a truly special place to live and raise a family. Above all, we value our children. In 1999, Maine was named the best state in which to raise a child and was recognized as the top educational system in America.

Although Maine is still one of the safest places in America, teachers and students in our schools are telling us that irresponsible, disrespectful or violent behavior threatens their sense of personal safety or undermines their ability to teach and to learn. They see youth violence and vandalism, bomb threats, lack of respect for authority, bullying, an increase in hate crimes and bigotry, use of foul language, and self-destructive behaviors such as substance abuse and suicide.

When 40,000 Maine students were given the opportunity to voice their perceptions, the *Students Speak* survey found:

- 20 % of students disagree with the statement, "I feel safe at school."
- Nearly 50 % of students claim that other students say insulting or hurtful things to them.
- 40 % of students disagree with the statement, "School rules are enforced fairly."
- 20 % of students do not believe that teachers respect their thoughts or value their opinions.
- 45 % of students disagree with the statement, "Students show respect for teachers."

-University of Maine College of Education and Human Development (2000).

Maine students in the elementary grades report that they are frequently teased and bullied. About 40 % of Maine third-graders say that they had been called hurtful names, hit, or were kicked or pushed at least monthly or more frequently. (Maine Project Against Bullying). For some students, harassment worsens as they get older. Gay, lesbian and bisexual youths experience pervasive victimization both verbally and physically. (Maine Children's Alliance: 24).

Some of our youth are making bad decisions. They

either lack basic values or fail to apply them. Although these negative behaviors are the exceptions, even a few such bad decisions severely disrupt our schools. In the face of such challenges, too often we grapple with how to punish misbehavior, while ignoring the issue of how to prevent it.

Our schools must prepare students for academic and professional success, but they also must prepare students for life. Graduating students must be able to live constructively in society, to deal with frustrations and challenges, to communicate, to coexist, to care, and to make tough decisions about what is right or wrong. Few would agree that our schools have succeeded if they produce students with academic knowledge but without the ability or the will to be responsible and ethical adults.

The challenge we address has many causes but only one path to a solution. All of us—students, educators, parents, and communities—must take responsibility in order to make change. Our schools are on the front lines, but they cannot do it alone. Only in partnership with parents and community—and, most importantly, with the students themselves—can our schools meet the challenge.

Some may ask, "Whose values will we teach?" The answer, we believe, is simple: "Maine's." Our personal values may be rooted in our unique experiences, but we share a common core. For our communities, for the larger Maine community, and for practically every community around the world, there is a core of ethical values that we can identify, without which our civility and our society cannot sustain themselves.

It is not enough for us to assume our common values—we must identify them, talk about them, and nurture them. Communities must set expectations and define core values. Schools must be empowered to teach, reinforce and nurture students in these basic values. Adults must model attitudes and behaviors that reflect those values. Students must hold themselves and their peers to high expectations, and be equipped with the skills to use these values to make good choices.

We have already taken the most important step: we have begun. The Maine Legislature has called for the development of "statewide standards for responsible and ethical student behavior."

The Legislature has also called for every community to translate these standards into codes of conduct. This community work must involve large numbers of citizens, students, and educators using these standards to create codes of conduct embodying both their shared expectations for attitudes and behavior, and the consequences of violating those expectations.

An Approach for Maine

Our path to a solution builds on the best of Maine and borrows from the best around the country and the world.

Two central points about our approach for Maine:

First, our approach describes a long-term process of change in attitudes, structures, and climate in our schools and communities. However, we believe that the changes we describe can have an immediate positive impact on how our schools look and feel and what happens there. Schools should expect and strive for some recognizable results now, even if—realistically—it may take time for this positive improvement to predominate.

Second, our approach emphasizes expectations and education, not simply strengthening the rigor of conventional punishments and discipline. Concrete consequences and discipline have an essential role in teaching and maintaining responsible behavior. Immediate intervention is the first step in preventing the continuation of unacceptable behavior. The disciplinary process itself must teach students to make better choices. It should not be an exercise in humiliation, hurt, or exclusion. We believe a successful approach for Maine:

- Must be grounded in our history and our community.
- Must hear the voices of our students.
- Must be based in Maine's *Learning Results*.
- Must address the whole climate, and the systemic and structural issues in our schools and communities.
- Must empower educators, parents, community members, and especially students to expect, teach, model and enforce ethical and responsible behavior and build on what is already working.
- Must be measured and evaluated.

Ethics and Achievement

Student ethics, attitudes, behavior, and character are essential outcomes of our educational mission, and are indispensable to the achievement of the standards in Maine's *Learning Results*.

In 1996, the Maine Legislature adopted the *Learning Results* standards for all Maine students educated at public expense. The Guiding Principles of the *Learning Results* describe what every student should know and be able to do upon completion of a public education.

The Guiding Principles of Maine's *Learning Results* go beyond academic standards to address the personal capaci-

ties our youth will need to thrive in an increasingly complex society and economy. We cannot successfully educate students to be creative and practical problem solvers, responsible and involved citizens, and collaborative and quality workers without teaching the underpinnings of ethics and character.

The *Learning Results* builds on and follows the spirit of Maine's *Common Core of Learning* (1990). The *Common Core* addressed the knowledge, skills, and attitudes students need, and identified Personal and Global Stewardship as one of four unifying categories that cut across individual academic disciplines. In rich language, the *Common Core* defined stewardship to include a capacity to:

- Accept responsibility for personal decisions and actions;
- Demonstrate academic honesty and respond to challenges with courage and integrity;
- Respect the human rights of all people; and
- Understand the ethical dimensions of citizenship, love, friendship, and parenting.

The *Learning Results* consists of content standards and performance indicators in eight academic content areas. The standards and indicators begin to implicitly define standards of ethical and responsible behavior. The specific skills and aptitudes described in the area of Career Preparation, Health and Physical Education, and Social Studies reflect responsibility, teamwork, communication, conflict resolution, stress management, community involvement, tolerance and inclusion, and more.

Every student should be...

IV. A Responsible and Involved Citizen Who:

- 1. Recognizes the power of personal participation to affect the community and demonstrates participation skills;
- 2. Understands the importance of accepting responsibility for personal decisions and actions;
- 3. Knows the means of achieving personal and community health and well-being; and
- 4. Recognizes and understands the diverse nature of society.

Hallmarks of an Ethical and Responsible School Culture

"As individuals... can model... [s]o too can a school, by its collective signals and its tangible priorities, 'model' what is worthy and what is not."

-Sizer and Sizer (1999:4)

The following Hallmarks are essential to the creation of a caring environment in which ethical and responsible behavior can take root and flourish. Ethical and responsible student behavior is the desired outcome. These Hallmarks are the characteristics of school culture—the structures, expectations and actions—that will lead to this outcome. They should guide the development of each local school district's code of conduct, and the actions necessary to support and enforce the codes. It is also important for communities to recognize that no single Hallmark stands alone. These Hallmarks are meant to function together and are all essential characteristics of an ethical and responsible school culture.

Core Values

- A. Collectively identified core values are the cornerstone of all school and community efforts to create and sustain an ethical and responsible school culture.

Community Process and Participation

- B. The entire community is welcomed and meaningfully involved in the process of value identification, standard setting and the enforcement of standards.
- C. Students are welcomed and involved in the process of value identification, standard setting and the enforcement of standards.

Adult Roles and Responsibilities

- D. There is an active and genuine partnership between schools and parents.

"School, as an institution, may help reinforce ethics. Your friends may help mold ethics. But home is the most important place for ethics to be taught."

A High School Senior

- E. All adults who interact with students, in and out of school, strive to model and reinforce ethical and responsible behavior.
- F. Teachers are authorized and expected to teach, model and enforce ethical and responsible behavior.

Integration and Inclusion

- G. Efforts to promote ethical and responsible behavior are an integrated part of the school's curriculum and culture, and are not viewed as "extra."
- H. Ethical and responsible student behavior is actively promoted and recognized.
- I. Teaching and learning ethical and responsible behavior begins in early childhood.
- J. Students apply and demonstrate principles of ethical and responsible behavior in the classroom and beyond the classroom.

Disciplinary Process

- K. The disciplinary process is interventionist, inclusive, impartial, consistent, and educational.

Outcomes and Assessment

- L. Outcomes are well-defined and assessed regularly.

"A community's functioning rests on trust, and trust comes from the understanding that emerges from dialogue."

-Sizer and Sizer (1999: 17)

Standards for Ethical and Responsible Behavior

CORE VALUES

Respect

Honesty

Compassion

Fairness

Responsibility

Courage

AN ETHICAL PERSON IS...

Respectful of Others and Self

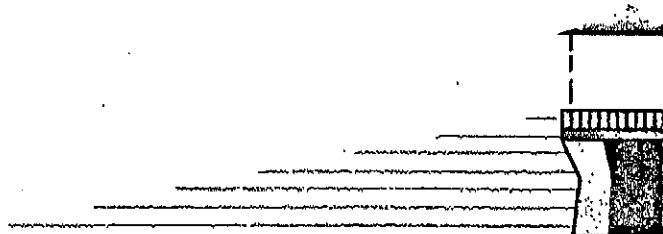
Honest in all Academic Endeavors and Interpersonal Relationships

Compassionate in Dealing with the Limitations and Sufferings of Others

Fair in Dealing With Others

Responsible for Personal Actions as an Individual and a Member of the Community

Courageous in the Face of Ethical Challenges



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A person who is RESPECTFUL of others and self

DOES...

- Appreciate and honor diversity.
- Tolerate views and beliefs that differ from personal views and beliefs.
- Support and contribute to healthful habits and safe environments for self and others.

"Respect is a unifying, universal value."

A High School Student

DOES NOT...

- Engage in harmful behavior such as substance abuse or sexual promiscuity.
- Participate in activities that have the potential to cause physical or emotional harm.
- Make derogatory statements about another's gender, sexual orientation, ethnicity, socioeconomic class, religion, disability, intellect or appearance.

A person who is HONEST in all academic endeavors and interpersonal relationships

DOES...

- Seek to speak the truth, respectfully.
- Understand the difference between collaboration and collusion.
- Recognize that trust is an essential component of all relationships, including relationships with peers, parents, teachers, and co-workers.

"I think respect and understanding is all we need. With those two qualities, all other issues needed for a good environment would fall in place."

A High School Sophomore

DOES NOT...

- Plagiarize the work of others, including fellow students, siblings, or parents.
- Engage in secretive, sneaky, fraudulent or manipulative behavior.
- Take or damage the property of others.

A person who is COMPASSIONATE in dealing with the limitations and sufferings of others

DOES...

- Treat all people with kindness.
- Possess an ability to empathize with fellow human beings.
- Lend a helping hand to those in need.

DOES NOT ...

- Tease or taunt those who are different.
- Seek to judge others, but rather seeks to understand others in terms of our common humanity.
- Seek to draw undue attention to another's shortcomings.

A person who is FAIR in dealing with others

DOES...

- Seek to strike a balance between the needs and desires of the individual and the needs and desires of the community.
- Understand the distinction between justice and vengeance.
- Treat others the way she or he would like to be treated.

DOES NOT...

- Engage in malicious criticism of others.
- Seek to steal from or cheat others.
- Attempt to further one's own interests or desires at the expense of another.

"Treat people like you want to be treated."
A Fifth Grade Student

A person who is RESPONSIBLE for personal actions as an individual and a member of the community

DOES...

- Acknowledge making a mistake.
- Accept the consequences of personal actions or failures to act.
- Report harmful or hateful behavior to a trustworthy authority figure.

DOES NOT...

- Evade the just consequences of personal actions.
- Seek to advance one's own interests or desires at the expense of the school or the larger community.
- Rationalize or make excuses for unacceptable behavior.

A person who is COURAGEOUS in the face of ethical challenges

DOES...

- The right thing even if it's not popular.
- Seek the advice and/or assistance of a trustworthy adult when making difficult decisions or when in a dangerous or troublesome situation.
- Hold high aspirations for self and community.

DOES NOT...

- Say, "I cannot", but instead says, "I will try," when faced with difficult challenges.
- Stand idly by while others engage in unethical or harmful behavior.
- Sacrifice aspirations when confronted by academic or ethical setbacks.

"...if there is some person getting really beaten up and stuff, help them and tell other people that you shouldn't do this or that."

An 8 Year -Old Child

A Process for Community Value Identification

It is essential that communities come together to identify those values that matter to them and then translate those values into standards of behavior.

The question, "Whose values will you teach?", often is posed when the issue of teaching values arises. Common values can be identified and embraced by a community; it is not difficult, in fact, to identify core values common to us all.

Core values, such as honesty and compassion, have repeatedly been found to transcend political

ideologies, religious convictions, and cultural differences.

What kind of process can the community use to identify, define, and put values into action?

By engaging in a process that is deliberative and inclusive, students, school staff, and community members will develop a sense of ownership with respect to local codes of conduct. The result will be communities, schools, and students empowered to enforce the code, and committed to practicing it.

KEY FEATURES OF THE PROCESS

The process is inclusive of all community stakeholders.

The process is deliberative and cooperative, not oppositional.

GOALS OF THE PROCESS

To identify shared community values;

To define values in operational and behavioral dimensions; and

To put values into action through agreed-upon strategies and tactics.

STEPS IN THE PROCESS

Objectively identify community members. Differences in lifestyles or politics are not a justification for exclusion from this process.

Convene a diverse and representative group of community members to discuss and identify community values and expectations for behavior.

Ask community members to imagine that the task is to choose a certain number of values to be engraved above the main entries of all local schools, as the values the community wants for itself and the schools' students.

As a large group, brainstorm as many values, or qualities as possible that describe what it means to be a good person. Include everybody's ideas.

Ask each person to write a list of no more than eight values that he or she believes to be the most important. Ideally, these values would be distinct from each other and would represent only those qualities essential to being an ethical human being.

Divide into small groups where individuals can share their lists and collectively narrow the choices down to one list of no more than eight values that everyone agrees to.

Reconvene the large group and have each smaller group post its list on a wall. As a large group, work together until a single list has been agreed to. Remember, space over the entrance is limited, so the final list should have only 5 to 8 words. You will find that many of the values overlap and can be consolidated.

When a final list has been agreed on, develop and agree to several behavioral indicators as standards for each value. For example, how does an honest person behave? How does a respectful person behave?

Identify potential outcomes that will result from consistently engaging in the behaviors just discussed. What are hallmarks of how an ethical and responsible school looks and feels—to students, to teachers, to parents, to the community?

Develop a community or school action plan. Share the recommendations with others and put the values into action. What practices will we adopt to achieve our goals: at home? at school? and in the community?

Everyone Taking Responsibility

This report is not just about teachers, or students, or parents. Rather, it is about community and people in a variety of roles working together to improve the culture in Maine schools. If you are still wondering, "What can I do?", and "What are my responsibilities?", here are just a few of the actions that each of us as individuals can take in our varied roles in our communities:

School Boards

Authorize teachers to teach community values and model ethical and responsible behavior through the inclusion of ethics in the curriculum and through support of staff with time and resources necessary to integrate this teaching.

Evaluate discipline policies and make recommendations to ensure both that interventions exist to stop negative behaviors and protect the safety of students, and that an educational or restorative component connects discipline to values, accountability, and prevention.

Support schools' efforts by developing partnerships with citizen groups and business owners in the community.

Administrators

Create and support student councils that are not merely tokens, but an integral and respected part of the school's decision-making process.

Support teachers and staff in their teaching of community values and modeling ethical and responsible behavior by making a strong personal and professional commitment to these values and standards.

Work as advocates to provide the time and resources for meaningful professional development in the area of values/character education.

Promote meaningful recognition of teachers, staff, and students who exemplify community values and standards of ethical and responsible behavior.

Teachers and Staff

Model community values in all interactions with students, parents, fellow teachers, and other school staff, and expect the same in return.

Use an integrative approach to teaching community values and standards for ethical and responsible behavior.

Provide students with meaningful opportunities to apply values and standards for ethical and responsible behavior—both inside and outside of the classroom.

Honor, inform and involve parents in their critical role in fostering ethical and responsible behavior in their children.

Ensure the consistent and equitable application of discipline policies everywhere in the school environment.

Students

Recognize and act upon the opportunity to be a positive role model to others of all ages, and to intervene as a model when appropriate.

Take opportunities to lead not just academically or athletically, but ethically as well.

Identify and act upon ways to serve the school and the community.

Accept the consequences of personal actions, especially if restoration for a victim or the community is necessary.

Parents

- Model community values and standards of behavior in the home.
- Clearly communicate expectations and values to all children.
- Maintain involvement in and awareness of the activities of family members, especially those of children.
- Praise children and other family members, not only for achievement, but also for ethical and responsible behavior.

Other Community Members

- Become a committed participant in the discussion and identification of community values and standards of behavior.
- Strive to model community core values and standards for behavior in personal and professional life.
- Consider serving as a mentor to students or volunteering time and expertise to a school.
- Offer recognition and praise to students, teachers, and other community members who exemplify and uphold community values and standards of behavior.

For examples of Best Practices, view the full-length version of this report at www.state.ma.us/education/cep/homepage.htm

Changing Policy to Meet the Challenge

Education leaders and policy makers have a role to play; they also must take responsibility. Policies, programs, and resources must be coordinated to further and support the outcomes described in this report. Leaders and policymakers should:

- Use the legislative mandate for codes of conduct, and this report to spark extensive dialogue and real reforms in every community.
- Persist in and expand efforts to change the structures of schools to reflect a more democratic culture that is responsive to individualized learning needs.
- Partner with existing programs and initiatives that address school climate, violence prevention, intervention, and asset-building, to support the development of the whole child.
- Support training and development which equips all school staff to take action to support an ethical school culture.
- Establish outcome indicators and model assessment tools that schools can use to measure progress and test effectiveness.

Conclusion

Issues of ethics and behavior seem complex and daunting. Where do we begin? Can we achieve the ends we describe as right and good?

We know Maine communities can succeed in crafting thoughtful, consistent, coordinated efforts that will positively address behaviors and attitudes. We know because some Maine communities are already seeing success. These efforts will take time, commitment, resources, and hard work. It is the nature of education in a changing society that the work will never be done. But working together as a community, we can change our schools and communities into better places to live, learn, and work.

Commission for Ethical and Responsible Student Behavior

Co-Chairs:

Rushworth Kidder, President,
Institute for Global Ethics
Jillian Kaechele, former Principal,
Scarborough High School

Commission Members:

Mark Eastman, Superintendent, S.A.D. #17
Tom Ewell, Maine Council of Churches
Brian Flynn, Teacher, Edward Little High School
Suanne Giorgetti, Principal,
Benton Elementary School
Nancy Hensel, President,
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School
Elizabeth Manchester, Principal,
Mt. Ararat Middle School
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Maine School Leadership Network
Barry McCrum, Time-Warner Cable
Elinor Multer, State Board of Education
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Supervision and Curriculum Development
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National Center on Student Aspirations
Peggy Rotundo,
Bates College Center for Service Learning
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Maine Leadership Consortium
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Paula Mirk, Institute for Global Ethics

"We become just by the practice of just action, self-
controlled by exercising self-control, and courageous
by performing acts of courage."

-Aristotle

Additional copies of this Summary, or of the full text of *Taking Responsibility*, as
well as resources, links and information are available from:

Character Education Partnership

www.state.me.us/education/cap/homepage.htm

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IN TOWN PICK UP - R. Chasas

WK	SUN	MON	TUE	WED	THU	FRI	SAT
1	GT					OFF	OFF
2	OFF					OFF	OFF
3	OFF					OFF	OFF
4	OFF					OFF	GT
5	OFF					OFF	GT

OUT OF TOWN PICKUP - P. Kingsbury

WK	SUN	MON	TUE	WED	THU	FRI	SAT
1	OFF						OFF
2	OFF						OFF
3	OFF						GT
4	GT					OFF	OFF
5	OFF					OFF	OFF

GMS - 2 M. Sawyer

WK	SUN	MON	TUE	WED	THU	FRI	SAT
1	OFF						OFF
2	OFF						OFF
3	OFF						GT
4	GT					OFF	OFF
5	OFF					OFF	OFF

10 WHEEL DUMP TRUCK - B. Spaulman

WK	SUN	MON	TUE	WED	THU	FRI	SAT
1	OFF						OFF
2	OFF						OFF
3	OFF						OFF
4	OFF						OFF
5	OFF						OFF

GMS - 3 D. Warren

WK	SUN	MON	TUE	WED	THU	FRI	SAT
1	OFF						OFF
2	OFF						OFF
3	OFF						OFF
4	OFF						OFF
5	OFF						OFF

GMS - 4

WK	SUN	MON	TUE	WED	THU	FRI	SAT
1	OFF						OFF
2	OFF						OFF
3	OFF						OFF
4	OFF						OFF
5	OFF						OFF

GARBAGE TRUCK - 2

WK	SUN	MON	TUE	WED	THU	FRI	SAT
1	OFF						GT
2	OFF					OFF	OFF
3	OFF					OFF	OFF
4	OFF					OFF	OFF
5	OFF					OFF	OFF

GMS - 1 B. Borden

WK	SUN	MON	TUE	WED	THU	FRI	SAT
1	OFF						GT
2	GT					OFF	OFF
3	OFF					OFF	OFF
4	OFF					OFF	OFF
5	OFF					OFF	OFF

PAYLOADER - C. Gross

WK	SUN	MON	TUE	WED	THU	FRI	SAT
1	OFF						OFF
2	OFF						OFF
3	OFF						OFF
4	OFF						OFF
5	OFF						OFF

LANES - J. Cunningham

WK	SUN	MON	TUE	WED	THU	FRI	SAT
1	OFF						OFF
2	OFF						OFF
3	OFF						OFF
4	OFF						OFF
5	OFF						OFF

ASH - 7

WK	SUN	MON	TUE	WED	THU	FRI	SAT
1	OFF						OFF
2	OFF						OFF
3	OFF						OFF
4	OFF						OFF
5	OFF						OFF

SHREDDER - A. Sandorin

WK	SUN	MON	TUE	WED	THU	FRI	SAT
1	OFF						OFF
2	OFF						OFF
3	OFF						OFF
4	OFF						OFF
5	OFF						OFF

STORES - 1 L. LEACH

WK	SUN	MON	TUE	WED	THU	FRI	SAT
1	OFF						OFF
2	OFF						OFF
3	OFF						OFF
4	OFF						OFF
5	OFF						OFF

STORES - 2 R. BROSS

WK	SUN	MON	TUE	WED	THU	FRI	SAT
1	OFF						OFF
2	OFF						OFF
3	OFF						OFF
4	OFF						OFF
5	OFF						OFF

6-WHEEL DUMP TRUCK - R. Potter

WK	SUN	MON	TUE	WED	THU	FRI	SAT
1	OFF						OFF
2	OFF						OFF
3	OFF						OFF
4	OFF						OFF
5	OFF						OFF

GMS - 3 D. Warren

WK	SUN	MON	TUE	WED	THU	FRI	SAT
1	OFF						OFF
2	OFF						OFF
3	OFF						OFF
4	OFF						OFF
5	OFF						OFF

ASH - BELLODGE - R. Gray

WK	SUN	MON	TUE	WED	THU	FRI	SAT
1	OFF						OFF
2	OFF						OFF
3	OFF						OFF
4	OFF						OFF
5	OFF						OFF

GMS - 8 G. Turner

WK	SUN	MON	TUE	WED	THU	FRI	SAT
1	OFF						OFF
2	OFF						OFF
3	OFF						OFF
4	OFF						OFF
5	OFF						OFF

Exhibit #4